

John R Kirby

List of Publications by Year in descending order

Source: <https://exaly.com/author-pdf/6641947/publications.pdf>

Version: 2024-02-01

99
papers

6,029
citations

101384

36
h-index

79541

73
g-index

104
all docs

104
docs citations

104
times ranked

2715
citing authors

#	ARTICLE	IF	CITATIONS
1	Profiles of Poor Decoders, Poor Comprehenders, and Typically Developing Readers in Adolescents Learning English as a Second Language. <i>Journal of Learning Disabilities</i> , 2022, 55, 306-324.	1.5	4
2	IRT analyses of Arabic letter knowledge in Kindergarten. <i>Reading and Writing</i> , 2021, 34, 791-816.	1.0	4
3	Morphological Awareness Predicts Reading Comprehension in Adults. <i>Reading Psychology</i> , 2021, 42, 302-322.	0.7	13
4	Professor C. K. Leong: in memoriam. <i>Annals of Dyslexia</i> , 2021, 71, 1-4.	1.2	0
5	Understanding prosody and morphology in school-age children's reading. <i>Reading and Writing</i> , 2020, 33, 1295-1324.	1.0	5
6	Developmental Trends of Visual Processing of Letters and Objects Using Naming Speed Tasks. <i>Frontiers in Human Neuroscience</i> , 2020, 14, 562712.	1.0	3
7	Understanding the biological basis of dyslexia at a neural systems level. <i>Brain Communications</i> , 2020, 2, fcaa173.	1.5	9
8	Predicting Arabic word reading: A cross-classified generalized random-effects analysis showing the critical role of morphology. <i>Annals of Dyslexia</i> , 2020, 70, 200-219.	1.2	15
9	Examining the neural and cognitive processes that underlie reading through naming speed tasks. <i>European Journal of Neuroscience</i> , 2020, 51, 2277-2298.	1.2	6
10	The development of a measure of root awareness to account for reading performance in the Arabic language: A development and validation study. <i>Applied Psycholinguistics</i> , 2019, 40, 303-322.	0.8	16
11	Reading in Arabic: How Well Does the Standard Model Apply?. <i>Journal of Speech, Language, and Hearing Research</i> , 2019, 62, 993-1014.	0.7	21
12	Word knowledge quality and literacy. , 2019, , 48-66.		2
13	Examining an Extended Home Literacy Model: The Mediating Roles of Emergent Literacy Skills and Reading Fluency. <i>Scientific Studies of Reading</i> , 2018, 22, 273-288.	1.3	69
14	How effectively does the full-day, play-based kindergarten programme in Ontario promote self-regulation, literacy, and numeracy?. <i>Early Child Development and Care</i> , 2018, 188, 1788-1800.	0.7	6
15	Investigating Phonological Awareness and Naming Speed as Predictors of Reading in Arabic. <i>Scientific Studies of Reading</i> , 2018, 22, 70-84.	1.3	61
16	The Effects of Morphological Instruction on Vocabulary Learning, Reading, and Spelling. , 2018, , 217-243.		18
17	Eye Movements and Articulations During a Letter Naming Speed Task. <i>Journal of Learning Disabilities</i> , 2017, 50, 275-285.	1.5	21
18	Morphological awareness: Construct and predictive validity in Arabic. <i>Applied Psycholinguistics</i> , 2017, 38, 1019-1043.	0.8	45

#	ARTICLE	IF	CITATIONS
19	The efficacy of a volunteer-administered cognitive stimulation program in long-term care homes. <i>International Psychogeriatrics</i> , 2016, 28, 995-1004.	0.6	17
20	Understanding Reading and Reading Difficulties Through Naming Speed Tasks. <i>AERA Open</i> , 2016, 2, 233285841667534.	1.3	17
21	A Longitudinal Study of Reading Comprehension Achievement From Grades 3 to 10. <i>Journal of Psychoeducational Assessment</i> , 2016, 34, 153-165.	0.9	7
22	ISDN2014_0265: Assessing eye movements to investigate reading in children with and without dyslexia. <i>International Journal of Developmental Neuroscience</i> , 2015, 47, 79-79.	0.7	0
23	Cognitive Constructs and Individual Differences Underlying ADHD and Dyslexia. , 2015, , 197-223.		1
24	Cognition, Intelligence, and Achievement. , 2015, , 3-12.		10
25	Unexpected Poor Comprehenders Among Adolescent ESL Students. <i>Scientific Studies of Reading</i> , 2014, 18, 75-93.	1.3	29
26	Classification of Double Deficit Groups Across Time: An Analysis of Group Stability From Kindergarten to Second Grade. <i>Scientific Studies of Reading</i> , 2014, 18, 255-273.	1.3	20
27	Eye movements of university students with and without reading difficulties during naming speed tasks. <i>Annals of Dyslexia</i> , 2014, 64, 137-150.	1.2	25
28	Cognitive Predictors of English Reading Achievement in Chinese English-Immersion Students. <i>Reading Psychology</i> , 2012, 33, 423-447.	0.7	13
29	Deeper Learning in Reading Comprehension. , 2012, , 315-338.		11
30	Quality Learning from Texts We Read. , 2012, , 251-275.		10
31	Children's morphological awareness and reading ability. <i>Reading and Writing</i> , 2012, 25, 389-410.	1.0	289
32	Morphological awareness: A key to understanding poor reading comprehension in English.. <i>Journal of Educational Psychology</i> , 2011, 103, 523-534.	2.1	182
33	The development of reading interest and its relation to reading ability. <i>Journal of Research in Reading</i> , 2011, 34, 263-280.	1.0	33
34	Rapid naming speed components and reading comprehension in bilingual children. <i>Journal of Research in Reading</i> , 2011, 34, 6-22.	1.0	13
35	Do children see the danger in dangerous? Grade 4, 6, and 8 children's reading of morphologically complex words. <i>Applied Psycholinguistics</i> , 2011, 32, 467-481.	0.8	52
36	English language immersion and students' academic achievement in English, Chinese and mathematics. <i>Evaluation and Research in Education</i> , 2011, 24, 163-163.	0.5	0

#	ARTICLE	IF	CITATIONS
37	Effects of morphological instruction on vocabulary acquisition. <i>Reading and Writing</i> , 2010, 23, 515-537.	1.0	154
38	Naming Speed and Reading: From Prediction to Instruction. <i>Reading Research Quarterly</i> , 2010, 45, 341-362.	1.8	258
39	Seeing the harm in harmed and harmful: Morphological processing by children in Grades 4, 6, and 8. <i>Applied Psycholinguistics</i> , 2010, 31, 759-775.	0.8	23
40	English language immersion and students' academic achievement in English, Chinese and mathematics. <i>Evaluation and Research in Education</i> , 2010, 23, 151-169.	0.5	30
41	Development of a scale to measure lifelong learning. <i>International Journal of Lifelong Education</i> , 2010, 29, 291-302.	1.3	97
42	The Effects of Morphological Instruction on Literacy Skills. <i>Review of Educational Research</i> , 2010, 80, 144-179.	4.3	408
43	How Robust is the Contribution of Morphological Awareness to General Spelling Outcomes?. <i>Reading Psychology</i> , 2009, 30, 301-318.	0.7	73
44	Phonological and orthographic spelling in high-functioning adult dyslexics. <i>Dyslexia</i> , 2009, 15, 105-128.	0.8	71
45	Flexibility in young second-language learners: examining the language specificity of orthographic processing. <i>Journal of Research in Reading</i> , 2009, 32, 215-229.	1.0	71
46	RAN Components and Reading Development From Grade 3 to Grade 5: What Underlies Their Relationship?. <i>Scientific Studies of Reading</i> , 2009, 13, 508-534.	1.3	81
47	Can the simple view deal with the complexities of reading?. <i>Literacy</i> , 2008, 42, 75-82.	0.4	207
48	Effects of Home Literacy, Parents' Beliefs, and Children's Task-Focused Behavior on Emergent Literacy and Word Reading Skills. <i>Scientific Studies of Reading</i> , 2008, 12, 24-50.	1.3	119
49	Rapid Naming Components and Their Relationship With Phonological Awareness, Orthographic Knowledge, Speed of Processing, and Different Reading Outcomes. <i>Scientific Studies of Reading</i> , 2008, 12, 325-350.	1.3	92
50	Le développement de la lecture orale chez l'enfant.. <i>Canadian Psychology</i> , 2008, 49, 111-117.	1.4	3
51	Longitudinal predictors of word reading development.. <i>Canadian Psychology</i> , 2008, 49, 103-110.	1.4	131
52	Learning Strategies and Study Approaches of Postsecondary Students With Dyslexia. <i>Journal of Learning Disabilities</i> , 2008, 41, 85-96.	1.5	110
53	A Review of the Evidence on Morphological Processing in Dyslexics and Poor Readers: A Strength or Weakness?. , 2008, , 212-238.		55
54	Crossover: The role of morphological awareness in French immersion children's reading.. <i>Developmental Psychology</i> , 2007, 43, 732-746.	1.2	160

#	ARTICLE	IF	CITATIONS
55	Rhythm and reading development in school-age children: a longitudinal study. <i>Journal of Research in Reading</i> , 2007, 30, 169-183.	1.0	65
56	Rapid Naming Speed Components and Early Reading Acquisition. <i>Scientific Studies of Reading</i> , 2006, 10, 199-220.	1.3	78
57	The Contribution of Naming Speed to the Simple View of Reading. <i>Reading and Writing</i> , 2006, 19, 339-361.	1.0	136
58	Processing of derived forms in high-functioning dyslexics. <i>Annals of Dyslexia</i> , 2006, 56, 103-128.	1.2	65
59	Ambulatory teaching: Do approaches to learning predict the site and preceptor characteristics valued by clerks and residents in the ambulatory setting?. <i>BMC Medical Education</i> , 2005, 5, 35.	1.0	6
60	Development of Individual Differences in Reading: Results From Longitudinal Studies in English and Finnish.. <i>Journal of Educational Psychology</i> , 2005, 97, 299-319.	2.1	121
61	Articulation Rate, Naming Speed, Verbal Short-Term Memory, and Phonological Awareness: Longitudinal Predictors of Early Reading Development?. <i>Scientific Studies of Reading</i> , 2004, 8, 3-26.	1.3	232
62	Morphological awareness: Just "more phonological"? The roles of morphological and phonological awareness in reading development. <i>Applied Psycholinguistics</i> , 2004, 25, 223-238.	0.8	499
63	Assessing the Relationship of Learning Approaches to Workplace Climate in Clerkship and Residency. <i>Academic Medicine</i> , 2004, 79, 1120-1126.	0.8	44
64	Medical Students' and Residents' preferred site characteristics and preceptor behaviours for learning in the ambulatory setting: a cross-sectional survey. <i>BMC Medical Education</i> , 2004, 4, 12.	1.0	73
65	Early Identification of At-Risk L2 Readers. <i>Canadian Modern Language Review</i> , 2004, 61, 11-29.	0.3	37
66	Approaches to learning, need for cognition, and strategic flexibility among university students. <i>British Journal of Educational Psychology</i> , 2003, 73, 507-528.	1.6	115
67	Approaches to learning at work and workplace climate. <i>International Journal of Training and Development</i> , 2003, 7, 31-52.	0.5	62
68	Development Of The Approaches To Work And Workplace Climate Questionnaires For Physicians. Evaluation and the Health Professions, 2003, 26, 104-121.	0.9	24
69	Naming speed and phonological awareness as predictors of reading development.. <i>Journal of Educational Psychology</i> , 2003, 95, 453-464.	2.1	394
70	Postal survey of approaches to learning among Ontario physicians: implications for continuing medical education. <i>BMJ: British Medical Journal</i> , 2002, 325, 1218-1218.	2.4	31
71	Spatial ability and transformational geometry. <i>European Journal of Psychology of Education</i> , 1999, 14, 283-294.	1.3	26
72	COGNITIVE PROCESSES AND IQ IN READING DISABILITY. <i>Journal of Special Education</i> , 1996, 29, 442-456.	1.2	25

#	ARTICLE	IF	CITATIONS
73	Identification of Strategies Used in Solving Transformational Geometry Problems. Journal of Educational Research, 1994, 87, 298-303.	0.8	17
74	Cognitive Patterns of Children with Dyslexia. Journal of Learning Disabilities, 1994, 27, 235-242.	1.5	42
75	Position Location on Topographical Maps: Effects of Task Factors, Training, and Strategies. Cognition and Instruction, 1994, 12, 35-60.	1.9	40
76	Collaborative and competitive effects of verbal and spatial processes. Learning and Instruction, 1993, 3, 201-214.	1.9	29
77	Training Students to Use Maps to Increase Text Recall. Contemporary Educational Psychology, 1993, 18, 401-413.	1.6	17
78	The Effects of Text Absent and Text Present Conditions on Summarization and Recall of Text. Journal of Literacy Research, 1992, 24, 217-232.	0.6	17
79	Students's Approaches to Summarisation. Educational Psychology, 1991, 11, 297-307.	1.2	30
80	A cognitive approach to intelligence: Attention, coding and planning.. Canadian Psychology, 1990, 31, 320-333.	1.4	23
81	Comprehension Training and Reading Performance. Literacy, 1988, 22, 126-136.	0.4	6
82	Verbal and visual learning styles. Contemporary Educational Psychology, 1988, 13, 169-184.	1.6	176
83	An Information Processing Approach to Language and Reading Problems. Australian Journal of Human Communication Disorders, 1988, 16, 37-56.	0.2	0
84	TEXT SEGMENTING AND COMPREHENSION: EFFECTS OF READING AND INFORMATION PROCESSING ABILITIES. British Journal of Educational Psychology, 1988, 58, 287-300.	1.6	6
85	Style, Strategy, and Skill in Reading. , 1988, , 229-274.		49
86	Simultaneous and Successive Processing in Reading Disabled Children. Journal of Learning Disabilities, 1987, 20, 243-252.	1.5	30
87	Metacognitive Awareness about Reading and its Relation to Reading Ability. Journal of Psychoeducational Assessment, 1987, 5, 119-137.	0.9	5
88	Diagnosis and Remediation of Learning Problems: Comments on the Kaufman Assessment Battery for Children. Australian Educational and Developmental Psychologist, 1985, 2, 13-15.	0.7	2
89	Planning Skills and Mathematics Achievement: Implications Regarding Learning Disability. Journal of Psychoeducational Assessment, 1984, 2, 9-22.	0.9	28
90	Effects of strategy training on Progressive Matrices performance. Contemporary Educational Psychology, 1983, 8, 127-140.	1.6	21

#	ARTICLE	IF	CITATIONS
91	Differentiation of Learning Processes within Ability Groups. Educational Psychology, 1983, 3, 333-333.	1.2	0
92	Age, Reading Ability, and Semantic Integration: An Information Processing Model. Advances in Psychology, 1982, 8, 251-262.	0.1	0
93	Cognitive processes, school achievement, and comprehension of ambiguous sentences. Journal of Psycholinguistic Research, 1982, 11, 485-499.	0.7	8
94	Information processing and human abilities.. Journal of Educational Psychology, 1978, 70, 58-66.	2.1	35
95	The case of the wrong exemplar: A reply to Humphreys.. Journal of Educational Psychology, 1978, 70, 877-879.	2.1	9
96	Reading achievement, IQ, and simultaneous-successive processing.. Journal of Educational Psychology, 1977, 69, 564-570.	2.1	80
97	The Effects of Vocabulary Breadth and Depth on English Reading. Applied Linguistics, 0, , amu007.	1.1	45
98	Morphological instruction and literacy. Studies in Written Language and Literacy, 0, , 437-462.	1.0	59
99	The summary writing performance of bilingual learners with reading difficulties. Annals of Dyslexia, 0, , .	1.2	1